

Vision



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Eastern Carver County Schools

Exceptional, personalized learning

INTRODUCTION

This document has been prepared by G&D Associates in conjunction with the Eastern carver County Schools (ECCS) Leadership Team.

Evolving the learning experience for every individual can only be achieved through an evolutionary transformation. The start of this transformation is the development of a vision. The vision is designed to define how ECCS will develop, support, enhance and drive forward learning through five key areas.

This document provides a five year 'vision' and forms the basis for ECCS's strategic planning. The structure applied covers three main parts.

Part One is essentially the areas of focus. These have significant overlap as each one is not designed to stand in isolation. Areas are:

- Learning
- Teaching
- Leadership
- Professional Development
- Wider Community

Part Two is the overall vision for ECCS this comprises a number of broad vision statements contained within the areas listed above. Statements in this section have been selected from the vision narratives.

Part Three covers the vision delivery. Many of the thoughts and ideas in this section came through discussion with ECCS. This element of the vision does not identify specific details as it is designed to be the stepping off point for the Strategic Five Year Plan.

Learning

The heart of our Vision is to prepare each learner for life-long success, ensuring that they have access to all opportunities ahead. Learners will develop skills enabling them to make meaningful contributions to their local and global community, pursue career opportunities, and successfully complete post-secondary education programs.

In order to achieve our goals, flexible learning environments, supported by seamlessly integrated technology, will reach beyond the traditional classroom and school. Innovative spaces along with anytime, anywhere access to resources will allow for an experience tailored to learner need, preference and interest that is not bound by time or space.

Student ownership of learning will be a key feature of our approach. Learners will routinely collect and reflect on authentic evidence in order to understand their progress and direction toward District mastery standards and self-identified goals. This approach will be enabled by the guidance of teachers, partnerships with learning mentors, and intentional collaboration with experts both in the local community and around the globe. Learners will be empowered to have voice and where appropriate, choice in all aspects of their educational experience. This experience will be enhanced through authentic project/problem-based opportunities, access to global resources, and integrated technology.

Students will develop skills in critical thinking, communication, collaboration, and creativity to ensure that they master or exceed content standards. Learning will be standards based and paced according to individual need. Our students will have choice in how they engage in learning as they develop their passions and grow.

ECCS will transform student learning through innovation and a total commitment to personalization. Our learners will recognize and celebrate the highest levels of success as their individual needs are met, enabling them to become lifelong learners and positive contributors to our global society.

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| <p>Learning</p> | <p>ECCS will establish flexible learning environments, supported by seamlessly integrated technology, that reach beyond the traditional classroom and school.</p> | <ul style="list-style-type: none"> • Develop policy to allow flexibility in time, location and staffing. • Develop relationships with providers to examine funding for flexible learning space equipment. • Allocate resources for transformation of learning environments. • Petition MDE for permission as needed. • Negotiate contracts with all employee groups that allow for flexibility in work schedule and location. | <ul style="list-style-type: none"> • Implement a variety of technology tools that fully support learner-led instruction. • Implement learning environments that encourage personalization. • Implement a variety of learning environments that encourage a student led model inside and outside of school. • Implement a variety of learning environments that encourage a student led model offsite. • Equip learning spaces with specialized technology to serve multiple functions and promote flexibility. • Equip learning spaces with furniture to serve multiple functions and promote flexibility. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | <p>Innovative spaces along with anytime, anywhere access to resources will enable an experience tailored to learner need, preference and interest that is not bound by time or space.</p> | <ul style="list-style-type: none"> • Negotiate contracts with all employee groups that allow for flexibility in work schedule and location. • Adopt policies/procedures to allow for the flexibility to promote anytime, anywhere learning. • Organize and provide access to online resources. • Implement technology infrastructure for anywhere, anytime access. • Provide access for families that do not have technology tools and resources. | <ul style="list-style-type: none"> • Provide students with anytime, anywhere access to learning resources. • Develop a variety of schedules for staff and students. • Implement a variety of instructional models that promote flexibility and choice (e.g. flipped). • Provide training for staff to facilitate learning anytime, anywhere. • Provide just in time assistance and training. • Provide online resources and digital access. • Identify and utilize social media, blogs and message boards for peer feedback. |

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| | <p>Learners will collect and reflect on authentic evidence in order to understand their progress towards district mastery standards and self-identified goals.</p> | <ul style="list-style-type: none"> • Implement a learning platform. • Provide support and training that ensures the effective use of a learning platform. • Develop a standards based assessment and reporting system. • Provide and support an ePortfolio system. • Facilitate regular ongoing conversations regarding authentic evidence. | <ul style="list-style-type: none"> • Provide ongoing, just in time training and support. • Develop a personalized learning plan for each student. • Identify and implement authentic learning opportunities. • Train and provide resources to support an ePortfolio system. |
| | <p>ECCS will enable collaboration with experts both in the local community and around the globe.</p> | <ul style="list-style-type: none"> • Implement policies/procedures that enable collaboration with community experts. • Establish relationships with community experts to be utilized by schools. • Deploy, refine, and maintain infrastructures to facilitate both face to face and digital collaboration. | <ul style="list-style-type: none"> • Utilize relationships with community experts to enhance learning opportunities. |

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| | <p>ECCS will empower learners to have voice and where appropriate, choice, in all aspects of their educational experience.</p> | <ul style="list-style-type: none"> • Implement opportunities for effective formal and informal input. | <ul style="list-style-type: none"> • Implement opportunities for effective formal and informal input. • Ensure where appropriate, students are involved in the hiring process. • Provide effective self-advocacy training for students. |
| | <p>Experiences will be enhanced through authentic project/problem-based opportunities and integrated technology.</p> | <ul style="list-style-type: none"> • Provide a robust searchable learning platform to house digital curriculum, project/problem- based learning management tools, and ePortfolios. • Develop power standards that align to authentic project /problem-based opportunities. • Implement the five guiding principles of assessment. • Revise reporting systems. • Provide professional development for standards based mastery grading. • Conduct informational meetings for parents to understand | <ul style="list-style-type: none"> • Provide professional development for staff on standards-based instruction. • Implement standards-based instruction. • Implement the five guiding principles of assessment. • Implement Learning Management System training and implementation. • Conduct informational meetings for parents to understand standards based/mastery grading. • Utilize the learning platform to access curriculum and other resources anytime/anyplace. |

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| | | <p>standards based/mastery grading.</p> | <ul style="list-style-type: none"> • Maintain ePortfolios to measure learner mastery of standards. • Create differentiated pathways for all learners to access authentic project/problem-based opportunities. • Communicate learner mastery through ePortfolios and standards based checklists on learning platform. • Create flexibility in pacing and scheduling around individual student need and preference. |
| | <p>Students will develop skills in critical thinking, communication, collaboration, and creativity to ensure that they master or exceed content standards.</p> | <ul style="list-style-type: none"> • Implement learning platform. • Provide digital communication and collaborative tools such as email, video conferencing, screen sharing, cloud-based document sharing tools, etc. for all learners. • Develop an individual learning plan framework that allows for customization. | <ul style="list-style-type: none"> • Provide professional development for staff around standards based instruction. • Utilize digital communication and collaborative tools such as email, video conferencing, screen sharing, cloud-based document sharing tools, etc. when appropriate. • Create individual learning plans based on student |

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| | <p>Students will have choice in how they engage in learning.</p> | <ul style="list-style-type: none"> • Establish peer review processes for all learners. • Eliminate learning tasks that do not require critical thinking. • Establish power standards within curriculum teams. • Implement the five guiding principles of assessment. • Revise reporting systems. • Provide professional development for standards based grading and reporting. • Implement professional development on critical thinking, communication, collaboration, and creativity. • Conduct informational meetings for parents to understand standards based grading and reporting. • Develop aligned learning pathways not tied to any one curriculum, program, or pedagogy. | <p>needs, interests, and passions.</p> <ul style="list-style-type: none"> • Implement a project/problem based learning model that embeds critical thinking, communication, collaboration, and creativity. • Implement standards based instruction. • Implement professional development on critical thinking, communication, collaboration, and creativity. • Implement the 5 guiding principles of assessment. • Implement learning platform training and implementation. • Conduct informational meetings for parents to understand standards based grading and reporting. • Present learners with multiple pathways for learning key concepts and engaging in authentic project/problem-based opportunities. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | | <ul style="list-style-type: none"> • Provide both online and in person learning options through the learning platform. • Construct flexible scheduling models that include off campus learning and apprenticeship opportunities. • Develop policies and procedures to support flexibility in learning schedule, location, and environment. | <ul style="list-style-type: none"> • Provide learner autonomy for creating own pathways in conjunction with teachers/mentors. • Implement flexible scheduling models through individual learning plans. |
| | <p>Students will develop their passions.</p> | <ul style="list-style-type: none"> • Provide authentic project/problem based opportunities with multiple pathways that account for learner passion and interest. • Provide access to interest surveys at all levels. • Work with local and global industry to connect learners to passion based learning opportunities and apprenticeships. | <ul style="list-style-type: none"> • Enable access to authentic project/problem based opportunities with multiple pathways that account for learner passion and interest. • Implement frequent checks of interests and passions through surveys. • Connect students with “right fit” community partners for passion based learning opportunities and apprenticeships. • Provide options for students to show evidence of learning |

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| | | | <ul style="list-style-type: none">• Enable student generated standards based options for showing evidence of learning. |



Eastern Carver County Schools

Exceptional, personalized learning

Teaching

ECCS teachers will distinguish themselves as standard bearers of innovative practice by designing personalized learning experiences that lead to lifelong success for all.

Exceptional teaching will embrace best practices that:

- Anticipate the unique learning needs of students by providing enrichment and extended learning opportunities which are clearly communicated among all stakeholders.
- Utilize time as a variable.
- Enable learners to master skills and standards at personalized paces.
- Demonstrate the highest level of expectations for themselves, their students, and their peers.
- Give students ownership of their learning by nurturing skills required for self-direction.
- Engage, motivate, support and challenge within and beyond the academic environment.
- Adapt planning, delivery methods, and options to the needs of our learners.

ECCS teachers will build a deep understanding of their students over the course of their education which fosters personalized learning experiences. By teachers providing a learner-led model, students will have a choice of methods, resources and ways of demonstrating learning based on preference and need. Teachers will communicate formative and summative assessment data and real-time feedback to identify areas of mastery and areas of further growth and development.

ECCS will develop a working environment conducive to a learner-led model, transforming the teacher from deliverer of content to facilitator, mentor, coach and collaborator (with students, peers, specialists, parents, community and beyond).

ECCS teachers will create a network where all are encouraged and able to choose the tools, environments, and pathways to personalize learning, build knowledge, hone skills, and engage in well-designed learning experiences that enable lifelong success. By providing the ultimate learning experience for students and personalizing their professional life, our teachers will achieve unparalleled job satisfaction.

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| Teaching | Teachers will anticipate the unique learning needs of students by providing enrichment and extended learning opportunities which are clearly communicated among stakeholders. | <ul style="list-style-type: none"> • Provide a platform to identify unique learning needs. • Collect, organize, and distribute data. • Provide training on effectively interpreting and using data. • Identify and provide access to varied, high quality learning resources. • Communicate with stakeholders about learning opportunities. | <ul style="list-style-type: none"> • Provide time to share data, transition between teachers. • Identify and provide access to varied learning resources. • Communicate with stakeholders about learning opportunities. |
| | Teachers will utilize time as a variable. | <ul style="list-style-type: none"> • Develop policies and procedures to support flexible schedules. • Develop policies and procedures to support flexible environments. • Develop policies and procedures to support flexible locations. • Negotiate contracts with all employee groups that allow for flexibility in work schedule and location. • Provide tools and resources that enable use of time as a variable. | <ul style="list-style-type: none"> • Implement flexible approaches to work schedule, location, environment, and resources. |

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| | Teachers will enable learners to master skills and standards at personalized paces. | <ul style="list-style-type: none"> • Provide clear and consistent articulation of standards. • Provide benchmarks for typical student progress. • Provide learning platform to record mastery of standards over time. • Identify and develop resources for teachers to facilitate learning at personalized paces. | <ul style="list-style-type: none"> • Implement pre-assessment of standards. • Provide just-in-time interventions and academic supports. • Implement resources for teachers to facilitate learning at personalized paces. |
| | Teachers will demonstrate the highest level of expectations for themselves, their students, and their peers. | <ul style="list-style-type: none"> • Provide exemplars of high performance. • Provide teachers with connections to peers within and outside the district. • Continually monitor the effectiveness of the teacher development and evaluation system. | <ul style="list-style-type: none"> • Provide teachers with time and structures for reflection. • Provide structures for student feedback to teachers. |
| | Teachers will give students ownership of their learning by nurturing skills required for self-directedness. | <ul style="list-style-type: none"> • Identify and define a continuum of skills that foster self-directedness. • Provide training to teachers to foster self-directedness. | <ul style="list-style-type: none"> • Develop teacher understanding of skills that foster self-directedness. • Develop student self-directedness. |

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| | <p>Teachers will engage, motivate, support, and challenge within and beyond the academic environment.</p> | <ul style="list-style-type: none"> • Provide training, options, and opportunities to engage and motivate students. • Provide strategies for engagement and collaboration with parents to develop the home-school connection. • Provide authentic learning experiences in the wider community. | <ul style="list-style-type: none"> • Provide training on student engagement and motivation in instruction. • Support teachers in developing the home-school connection. • Provide opportunities for teachers to know their students individually. • Share and utilize student profiles. • Provide authentic learning experiences in the wider community. |
| | <p>Teachers will adapt planning, delivery methods, and options to the needs of our learners.</p> | <ul style="list-style-type: none"> • Provide a learning platform and other digital tools for planning and sharing resources. • Develop policies and procedures to support flexibility in work schedule, location, and environment. | <ul style="list-style-type: none"> • Provide opportunities for teachers to know their students individually. • Implement differentiation, pre and post-assessment, and use of data. • Provide training on how to manage multiple activities at the same time. |

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| | <p>Teachers will build a deep understanding of their students over the course of their education.</p> | <ul style="list-style-type: none"> • Provide learning platform to access individual student information over time. • Provide access to student portfolio of learning. • Develop and implement the role of long-term learning mentor for all students. | <ul style="list-style-type: none"> • Implement the role of long-term learning mentor for all students. • Implement strategies to build learning mentor/teacher-student relationships. • Use two-way parent-teacher communication to build understanding of students. |
| | <p>Teachers will provide a learner-led model with choice of methods, resources and ways of demonstrating learning based on preference and need.</p> | <ul style="list-style-type: none"> • Define framework and provide training for providing learner-led choices. | <ul style="list-style-type: none"> • Implement a range of options for learner-led choice of methods of learning. • Implement a range of options for learner-led choice of resources. • Implement a range of options for learner-led choice of ways of demonstrating learning. |

Exceptional, personalized learning

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| | <p>Teachers will communicate formative and summative assessment data and real-time feedback to identify areas of mastery and areas of further growth and development.</p> | <ul style="list-style-type: none"> • Provide learning platform to track and communicate assessment data (including proficiencies and other standards). • Create systems of common formative and summative assessments. • Support Assessment for Learning Task Force. • Implement Five Guiding Principles for Grading and Assessment. | <ul style="list-style-type: none"> • Provide structure for Teachers to reflect on grading and assessment pilots. • Ensure that assessment data is updated and communicated. • Implement common formative and summative assessments. • Implement Five Guiding Principles for Grading and Assessment. |
| | <p>Teachers will create a network where all are encouraged and able to choose the tools, environments, and pathways to personalize learning, build knowledge, hone skills, and engage in well-designed learning experiences that enable lifelong success.</p> | <ul style="list-style-type: none"> • Provide and support professional learning opportunities and development. • Establish guidelines to open Q-Comp PLCs to network with professionals out of our district. | <ul style="list-style-type: none"> • Provide time and opportunities for networking in and out of building, including PLCs. |

Leadership

ECCS leaders will provide a world class education system that allows all students to achieve their personal best. Leadership will not be defined by title but by action. At the core of ECCS's leadership is the collectively-held belief that learning must be relevant, engaging, and personalized. Our knowledge of, and respect for, our rapidly changing, global community is a driving force in providing a world class model for learning.

Exceptional leadership will transform learning and teaching by:

- Inspiring and implementing a shared vision of personalized learning.
- Modeling, encouraging, cultivating, nurturing and supporting innovation.
- Using data to monitor and evaluate the impact on learning.
- Creating a purposeful community with a culture of excellence, collaboration, and strong communication, based on best practice.
- Building individual and organizational excellence through hiring, training, coaching, and empowering others to lead.

To achieve these leadership commitments we will continue to model and develop effective and meaningful two-way communication. Use of cutting edge technology will be commonplace. Engagement with stakeholders will articulate our shared vision and translate it from promise to practice. Leaders cultivate a positive and detailed narrative of our transformational education that is a source of pride in our community and an exemplar for those beyond our district.

Leaders will be respected, knowledgeable contributors and innovators within a variety of professional networks. Their varied talents, expertise and interests will be leveraged for systemic improvement.

Leadership sets the standard for learning. Our students will be afforded a unique, unparalleled opportunity to develop, to learn, and to realize their dreams. Success will not solely be measured by test scores, a class ranking, or their name emblazoned on a diploma but by the opportunities they create within a global community awaiting their arrival.

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| Leadership | Leadership will not be defined by title but by action. | <ul style="list-style-type: none"> • Identify, Model, and Communicate expectations about leadership. • Encourage and support innovation within leaders. • Cultivate and propagate leaders from within while provide incentives for leadership. • Refine job descriptions and hiring practices to reflect support of personalized learning. • Build a working culture around the vision. • Implementation of evaluation system for all staff. • Act upon data from evaluation system. | <ul style="list-style-type: none"> • Identify, Model, and Communicate expectations about leadership. • Identify and provide growth opportunities beyond proficient based on evaluation system (e.g. McRel). • Provide opportunities, coaching and mentoring for all staff to develop leadership qualities. • Cultivate and provide incentives for leadership. |
| | Leadership will inspire and implement the shared vision of personalized learning. | <ul style="list-style-type: none"> • Articulate district elevator speech related to the shared vision of personalized learning. • Identify, Model, and Communicate expectations about leadership. • Allocate resources for leadership professional development. | <ul style="list-style-type: none"> • Provide opportunities for staff to participate in district wide site visits for collaboration and inspiration in delivering personalized learning. • Inspire and implement the shared vision of personalized |

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| | | <ul style="list-style-type: none"> • Inspire and implement the shared vision of personalized learning through professional development. | <p>learning through professional development.</p> <ul style="list-style-type: none"> • Articulate the shared vision for personalized learning. • Invite parents and community members in to school events and daily activities. |
| | <p>Leadership will model, encourage, cultivate, nurture and support innovation.</p> | <ul style="list-style-type: none"> • Set expectations for the support of innovation to deliver our shared vision. • Provide resources to support innovation around strategies to deliver our shared vision. • Provide incentives around strategies that deliver our shared vision. | <ul style="list-style-type: none"> • Articulate expectations regarding innovation that supports our shared vision. • Provide format to support innovation around strategies to deliver our shared vision. • Encourage and support innovation around strategies to deliver our shared vision. • Promote innovation around strategies to deliver our shared vision. • Celebrate innovation around strategies to deliver our shared vision. |
| | <p>Leadership will use data to monitor and evaluate the impact on learning.</p> | <ul style="list-style-type: none"> • Create an assessment model that includes qualitative and quantitative data collection. | <ul style="list-style-type: none"> • Use continuous improvement model on initiatives. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | | <ul style="list-style-type: none"> • Establish benchmarks for program evaluation. • Implement learning platform to share data across stakeholder groups. • Identify key measures as indicators of success. • Act upon information gathered from assessment model. | <ul style="list-style-type: none"> • Provide professional development for assessment model components. • Use current and future tools to inform, monitor and adjust. |
| | <p>Leadership will create a purposeful community with a culture of excellence, collaboration, and strong communication, based on best practices.</p> | <ul style="list-style-type: none"> • Develop leaders to be committed to and champions for ECCS. • Establish an annual leadership retreat designed to develop our culture of excellence and set priorities. • Redesign district back to school meeting (celebration) Think Oscars. • Participate in district wide site visits for collaboration and inspiration in delivering personalized learning. • Revise and implement appropriate communication protocols. | <ul style="list-style-type: none"> • Develop staff to be committed to and champions for ECCS. • Establish an annual retreat designed to develop our culture of excellence. • Articulate the priorities set by the district. • Participate in district wide site visits for collaboration and inspiration in delivering personalized learning. • Implement appropriate communication protocols. |

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| | <p>Leadership will build individual and organizational excellence through hiring, training, coaching, and empowering others to lead.</p> | <ul style="list-style-type: none"> • Develop and implement priorities and protocols around hiring that support our shared vision. • Implement coaching/mentoring structures to incorporate all staff. • Implement structures for all staff evaluation and feedback. • Implement oversight plan for building hiring, training, mentoring and evaluating staff. | <ul style="list-style-type: none"> • Implement priorities and protocols in our hiring procedures. • Involve stakeholders in hiring. • Ensure training related to the priorities and protocols is implemented. • Ensure regular and effective coaching and mentoring takes place. • Ensure feedback is collected and used effectively. |
| | <p>Leadership will model and develop effective, and meaningful two-way communication.</p> | <ul style="list-style-type: none"> • Define and use effective, meaningful two way communication. • Identify and set expectations for meaningful two way communication. • Identify and set expectations for preferred ways of communication from stakeholders. • Communicate via the preferred methods. • Elicit feedback from stakeholders regarding | <ul style="list-style-type: none"> • Implement meaningful two way communication. • Fully utilize technology to communicate effectively. • Continue migration to paperless communications. • Identify preferred ways of communication from stakeholders. • Communicate via the preferred methods. • Elicit feedback from stakeholders regarding |

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| | | <p>effectiveness of communications.</p> <ul style="list-style-type: none"> Continue migration to paperless communications. | <p>effectiveness of communications.</p> |
| | <p>Engagement with stakeholders will articulate vision and translate it from promise into practice.</p> | <ul style="list-style-type: none"> Implement systems that allow our stakeholders to have input in our shared vision. Articulate actionable items from stakeholders. | <ul style="list-style-type: none"> Implement systems that allow our stakeholders to have input in our shared vision. Implement actionable items from stakeholders when appropriate. |
| | <p>Leaders cultivate a positive and detailed narrative of our transformational education that is a source of pride in our community and an exemplar beyond our district.</p> | <ul style="list-style-type: none"> Develop a positive, transformational narrative to be shared (i.e. day in the life of). Implement an effective marketing plan to share the transformational narrative. Create materials that are easily-identifiable and consistent with the ECCS brand. Share our work within the education world. Participate and present at conferences. | <ul style="list-style-type: none"> Implement a marketing plan to share the transformational narrative. Participate and present at conferences. |

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| | Cutting edge technology use will be commonplace. | <ul style="list-style-type: none"> • Provide up to date, cutting edge, personalized technology. • Model and Implement expectations of technology standards. • Identify and provide personalized professional development relevant to technology standards. | <ul style="list-style-type: none"> • Provide up to date, cutting edge, personalized technology. • Model and implement expectations of technology standards. • Provide personalized professional development relevant to technology standards. |
| | Leaders in ECCS will be respected, knowledgeable contributors and innovators within a variety of professional networks. | <ul style="list-style-type: none"> • Utilize available networks and media to inform, validate and promote our work. • Gather and share exemplars of best practice. • Participate and present at conferences. | <ul style="list-style-type: none"> • Participate and present at conferences. • Provide regular media releases regarding work. • Develop webpages that help propagate good practice. |
| | Valued talents, expertise and interest among leadership will be shared for systemic improvement. | <ul style="list-style-type: none"> • Dedicate time for professional development within leadership team. • Implement systems that enable utilization of leadership interests, talents and expertise. | <ul style="list-style-type: none"> • Dedicate time for professional development within leadership team. • Use of data to identify needs within school. • Utilize talents, expertise and interests of school leadership. |

Professional Development

ECCS will provide exceptional, personalized learning experiences for all. Purposeful, targeted, and meaningful professional development will ensure transformative practices are widespread, research and development based and evident in all learning opportunities.

Routine self-assessment and reflection will allow staff members to benchmark their skill development against district-defined and globally-relevant competencies. Awareness of strengths, areas for development, preferred modes of learning, optimal work/productivity time(s), and favored learning styles will help each staff member craft his/her own personal learning plan and realize growth. Parallel to the experiences of students, staff will set goals, seek congruent opportunities, and transfer their learning into the highest level of professional practice.

Flexible scheduling will support a wide variety of learning opportunities for all. Innovative learning experiences such as on-demand learning, in-person classes, and collaboration across and outside of the district will abound. Our staff members will be producers and consumers of content and will assist one another in acquiring skills, modeling best-practices and reflecting.

The ubiquitous deployment and use of digital tools will promote a well-connected staff that uses technology as a means for learning, teaching, and productivity. Students will benefit from a staff that is nimble in its use of and familiarity with a wide variety of relevant learning tools.

ECCS will provide a learning environment for all that embraces the variety of needs, a multi-faceted approach to acquiring new or hone skills, opportunities to be both teacher and learner, and reasons to celebrate success and showcase talent. Hiring practices will place greater emphasis on development needs across the District.

Achieving the highest levels of personalized learning for students will, in part, be achieved through providing professional development opportunities for staff that are inspiring, relevant, readily accessible, and personalized. The aspirational goals of the District, benchmarked by data from a variety of sources and community opinion will inform and refine the opportunities afforded and the systemic changes realized through world class professional development.

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| Professional Development | <p>Purposeful, targeted, and meaningful professional development will ensure transformative practices are widespread, research and development based and evident in all learning opportunities.</p> | <ul style="list-style-type: none"> • Use internal and external research and development to inform and plan professional development. • Targeted training for teacher leaders and administrators in relation to professional standards (McREL). • Align new teacher training and development program with our shared vision. | <ul style="list-style-type: none"> • Identify areas of focus tied to district initiatives for school-specific initiatives and targeted training. • Utilize peer trainer model to expand initiatives. • Provide opportunities for staff to visit/observe others for professional growth. • Ensure implementation of professional development strategies and opportunities (e.g. team walkthroughs). • Support new teacher training and development program. |
| | <p>Routine self-assessment and reflection will allow staff members to benchmark their skill development against district-defined and globally-relevant standards.</p> | <ul style="list-style-type: none"> • Implement standards-based development and evaluation systems for all staff. • Implement professional development on standards-based development and evaluation systems. | <ul style="list-style-type: none"> • Implement professional development on standards-based development and evaluation systems. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | <p>Awareness of strengths, areas for development, preferred modes of learning, optimal work/productivity time(s), and favored learning styles will help each staff member craft his/her own personal learning plan and realize growth.</p> | <ul style="list-style-type: none"> • Designate self-evaluation tools that foster awareness of individual strengths and inform collaboration. • Provide guidance on how to capitalize on strengths and reinforce areas for development. | <ul style="list-style-type: none"> • Use self-evaluation tools and information to foster personal and professional growth. • Utilize internal and external resources to address areas of need (training on personal learning plans). |
| | <p>Parallel to the experiences of students, staff will set goals, seek congruent opportunities, and transfer their learning into the highest level of professional practice.</p> | <ul style="list-style-type: none"> • Use McREL TD&E as a model to develop processes for staff not currently part of the McREL process. • Develop common procedures and expectations for goal setting (SMART, etc.). | <ul style="list-style-type: none"> • Articulate annual building goals. • Assist each staff member in setting goals (one related to building goal, one personal). • Provide development opportunities as they relate to self-identified areas for growth. |
| | <p>Flexible scheduling will support a wide variety of professional learning opportunities.</p> | <ul style="list-style-type: none"> • Establish frameworks and understandings between district and bargaining groups about how time can be variable and flexible. • Learning platform for adult learning and professional growth. | <ul style="list-style-type: none"> • Communicate with wider community about flexible approaches to professional development. • Implement flexible schedules to support personalized professional development based on self-assessments. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | | <ul style="list-style-type: none"> • Provide resource pool to provide just-in-time training for professional growth. • Communicate with wider community about flexible approaches to professional development. • Facilitate communication between buildings (District PD committee). | <p>and professional learning plans.</p> <ul style="list-style-type: none"> • Have building members as part of district PD committee. |
| | <p>The ubiquitous deployment and use of digital tools will promote a well-connected staff that uses technology as a means for learning, teaching, and productivity.</p> | <ul style="list-style-type: none"> • Utilize learning platform for adult learning and professional growth. • Provide resource pool to provide just-in-time training for professional growth. • Implement process for ongoing R&D teams for innovation e.g. PowerUp. • Provide technology tools and training to staff. | <ul style="list-style-type: none"> • Implement adult learning platform. • Implement technology tools. • Implement technology strategies at the classroom level. |
| | <p>Hiring practices will place greater emphasis on development needs across the District.</p> | <ul style="list-style-type: none"> • Provide a common process for identifying areas of strength missing from current staff and hiring for those areas (common interview questions). | <ul style="list-style-type: none"> • Identify areas of strength missing from current staff and hire for those areas. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
|-------------|--|---|--|
| | | <ul style="list-style-type: none"> • Evaluate breadth of candidate pool and expand process for seeking candidates. • Communicate district priorities based on identified areas of need. • Provide training on best practices for screening, interviewing, and selection. | <ul style="list-style-type: none"> • Implement district-identified best practices for screening, interviewing, and selection. |
| | <p>The aspirational goals of the District, benchmarked by data from a variety of sources and community opinion will inform and refine the opportunities afforded and the systemic changes realized through world class professional development.</p> | <ul style="list-style-type: none"> • Develop and implement process for establishing PD benchmarks and evaluating PD against those benchmarks. | <ul style="list-style-type: none"> • Support implementation of PD evaluation with building-level stakeholders. |

Exceptional, personalized learning

Wider Community

ECCS will build essential, reciprocal partnerships with local, regional, national, and international businesses, community and civic organizations and post-secondary institutions. Partnerships will enable rich learning experiences through volunteering, internships and apprenticeships, while providing a variety of support resources. This approach will develop knowledge, skills and understanding of local and global working structures, while building lifelong, positive relationships between the wider community and all learners.

Leveraging our resources will inspire partnerships that will increase learning opportunities for all. Learning opportunities outside of the traditional school day and year will exist. Our facilities will be accessible, comfortable, technology-rich, and of a professional standard so they can be used by all community members and accessed for informal gatherings, conferences and exhibitions, community events and business meetings.

Partnerships with the wider education community will enhance our work. Collaborating with other education systems will blur the lines between secondary, postsecondary and adult education. Learners across our community will have the opportunity to pursue interests and passions, earn high school and college credit, and advance career skills and certification.

Through our approach, learners will experience a vast range of new possibilities, while building lifelong, positive relationships with the wider community, providing a truly limitless educational experience.


Exceptional, personalized learning

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
|-----------------|---|--|--|
| Wider Community | ECCS will build essential, reciprocal partnerships with local, regional, national, and international businesses, community and civic organizations. | <ul style="list-style-type: none"> • Develop policy and systemic approach for working with outside partners. • Identify and assess potential partners (sometimes including background checks), including fully utilizing all district resources and programming. • Create clearinghouse of student/staff needs and partner needs. | <ul style="list-style-type: none"> • Identify and assess potential partners. • Facilitate connections between student/staff needs and partner needs. • Build and maintain reciprocal partnerships. |
| | ECCS will build essential, reciprocal partnerships with local, regional, national, and international post-secondary institutions. | <ul style="list-style-type: none"> • Develop policy and systemic approach for working with post-secondary institutions. | <ul style="list-style-type: none"> • Identify and assess potential post-secondary partners. • Facilitate connections between student/staff needs and partner needs. • Build and maintain reciprocal partnerships. |
| | Partnerships will enable rich learning experiences through volunteering, internships and apprenticeships, while providing a variety of support resources. | <ul style="list-style-type: none"> • Define and communicate what volunteering, internships, and apprenticeships look like. • Identify needs that can be supported by partnerships. | <ul style="list-style-type: none"> • Provide training for staff and students to utilize partnerships. • Identify needs that can be supported by partnerships. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
|-------------|--|--|--|
| | <p>We will develop knowledge, skills and understanding of local and global working structures, while building lifelong, positive relationships between the wider community and all learners.</p> | <ul style="list-style-type: none"> • Work with partners to define knowledge, skills, and understandings at each level needed for future success (e.g. 21st century, World's Best Workforce). • Communicate with wider community about positive outcomes of partnerships. | <ul style="list-style-type: none"> • Reflect on and evaluate partnerships. • Facilitate feedback from community partners to students and families. • Facilitate feedback from students to community partners. |
| | <p>Learning opportunities outside of the traditional school day and year will exist.</p> | <ul style="list-style-type: none"> • Negotiate contracts with all employee groups that allow for flexibility in work schedule and location. • Review and revise policies on financial and space requirements. • Modify district calendar and school day to meet learning needs. | <ul style="list-style-type: none"> • Align building maintenance schedules with building use. • Develop culture of community ownership of resources (facilities, equipment, etc.). |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
|-------------|--|---|--|
| | <p>Our facilities will be accessible, comfortable, technology-rich, and of a professional standard so they can be used by all community members and accessed for informal gatherings, conferences and exhibitions, community events and business meetings.</p> | <ul style="list-style-type: none"> • Determine and support quality standards for facilities. • Promote availability of facilities and resources. • Create policies on use of space, including scheduling and financial issues. | <ul style="list-style-type: none"> • Implement training on creating positive customer service relationships with community members and user groups. • Create more opportunities for facility use by outside groups. |
| | <p>Learners across our community will have the opportunity to pursue interests and passions, earn high school and college credit, and advance career skills and certification.</p> | <ul style="list-style-type: none"> • Assess demand for and capacity to meet learning needs across the community. • Develop policies/procedures on how we will provide learning opportunities to all community members including financial and facility issues. • Create policies/procedures on what learning would be accepted for high school credit. • Develop a system of courses taught by our staff which are articulated with high school credit and post-secondary credit for all community members. | <ul style="list-style-type: none"> • Identifying and make available learning resources that can be shared with learners in the wider community. • Communicate potential courses that learners across the community could take for post-secondary credit or other certifications. |

| Vision Area | Vision Statement | District Deliverables | School Deliverables |
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| | | <ul style="list-style-type: none">Identify third-party courses that learners could take for post-secondary credit or other certification. | |



Eastern Carver County Schools

Exceptional, personalized learning